

Mentoring and Counselling Support at UPES

UPES recognizes that student success extends beyond classroom learning and requires continuous **academic guidance, personal support, project mentoring, counselling, and timely resolution of student concerns**. To facilitate holistic student development, the University has established a comprehensive **Mentoring and Counselling Programme** that provides students with accessible and structured support throughout their academic journey.

The University's mentoring and counselling ecosystem brings together **faculty mentors, academic leadership, project supervisors, student-support teams, counselling services, and online support mechanisms**. The system is designed to identify student needs at an early stage, provide appropriate guidance, facilitate timely interventions, and support students in making informed academic and personal decisions.

The support extends across **academic performance, course-related concerns, major and minor projects, research activities, career and professional development, personal concerns, and student wellbeing**. In addition to scheduled mentoring interactions, UPES provides accessible channels through which students can seek assistance whenever required.

Selected institutional practices are described below.

1. Weekly “How Can I Help” Open Hour

To enhance accessibility, responsiveness, and direct student engagement, **UPES Online conducts weekly “How Can I Help” open hours**. These sessions provide learners with direct access to academic leadership and support teams for discussing academic queries, seeking guidance, resolving concerns, and escalating issues where necessary.

The open-hour mechanism provides students with a convenient forum to raise concerns without waiting for formal appointment cycles or lengthy communication processes. Academic and support teams use these interactions to understand student issues and facilitate appropriate resolution.

The initiative reflects a **proactive and student-centric approach**, where support is made readily accessible and concerns are addressed at an early stage.

Key features

- Weekly open interaction with academic leadership and support teams.
- Direct resolution of academic and learner-related queries.
- Guidance regarding academic processes and institutional services.
- Escalation of complex issues to appropriate authorities.
- Follow-up of unresolved concerns.
- Monitoring through helpdesk and support dashboards.
- Use of learner feedback to improve support services.

Monitoring and impact

The effectiveness of the mechanism is monitored through **helpdesk dashboards, ticket-resolution data, learner feedback, and satisfaction reports**. These mechanisms help the University assess parameters such as resolution time, closure of student queries, escalation patterns, and learner satisfaction.

The initiative strengthens **transparency, accessibility, accountability, and student trust** by providing learners with a regular and visible channel for obtaining institutional support.

2. 24×7 “Main Hoon Na” Student Counselling Support

UPES provides **24×7 “Main Hoon Na” student counselling support** as an integral component of its wider student wellbeing and support ecosystem. The initiative ensures that students have access to counselling and support whenever they require assistance.

The service provides an accessible mechanism for students to seek support for **personal, emotional, academic, adjustment, or other wellbeing-related concerns**. The availability of continuous support helps ensure that students are not restricted to conventional working hours when seeking assistance.

Key features

- 24×7 availability of student counselling support.
- Accessible mechanism for students to seek assistance.
- Confidential and supportive environment for student concerns.
- Facilitation of appropriate counselling and guidance.
- Communication of the service and access mechanism to students.
- Monitoring of service utilization through appropriate institutional records.
- Use of anonymised service statistics for service evaluation and improvement.

What does Main Hoon Na offer?

- **Professional and confidential counselling** through **1to1Help**, delivered with expertise and trust.
- **A safe, reflective, and non-judgmental** space to share academic concerns, workplace challenges, emotional stress, or personal matters.
- **Reliable and accessible support** designed to respect your privacy and adapt to your individual needs

Indicative evidence: Service description, student communications, access mechanism, availability records, anonymised service-utilisation statistics, and student feedback.



The banner features the UPES logo at the top left, the 1to1help logo at the top right, and a central graphic of a person with arms raised. Below the graphic, the text reads: "Introducing hoon na Employee and Student Assistance Program". A tagline states: "Avail professional and 100% confidential counselling with 1to1help".

Get help for

 Academic Concerns	 Peer Pressure
 Examination Stress	 Placement Anxiety
 Personal Issues	 Relationships
 Campus to Corporate Transition	 Self-identity and Self-esteem

To book a session with our professional counsellors

Scan the QR to Register/Login, or

 Visit member.1to1help.net/

 Toll-free **18002588999/121, 18002026121**



4. Major and Minor Project Mentoring Support

Project-based learning is an important component of undergraduate and postgraduate education at UPES. To support students in successfully completing their academic projects, the University provides **structured mentoring and supervision for major and minor projects**.

Students are guided by faculty members/project supervisors throughout different stages of project development. The mentoring process supports students in converting their ideas into well-defined projects and enables them to receive continuous academic and technical feedback.

Key areas of mentoring

- Selection and refinement of project topics.
- Identification of project objectives and research questions.
- Development of project methodology and work plans.
- Literature review and identification of relevant resources.
- Technical and academic guidance.
- Periodic review of project progress.
- Identification and resolution of project-related challenges.
- Guidance on documentation and report writing.
- Presentation and viva preparation.
- Evaluation and feedback on project outcomes.

The mentoring process promotes **independent learning, problem-solving, research orientation, teamwork, technical competence, and effective communication**.

Through regular interaction with supervisors, students receive timely feedback and are encouraged to take ownership of their projects while benefiting from faculty expertise and guidance.

Impact

Major and minor project mentoring strengthens the connection between **classroom knowledge and practical application**. It also provides students with an opportunity to develop research, analytical, technical, documentation, presentation, and project-management skills.

Indicative evidence: Mentor allocation records, project guidelines, project review schedules, progress reports, evaluation records, project presentations, supervisor feedback, and completed project reports.

4. Student Mentoring System – Academic and Personal Support

UPES has established a **Student Mentoring System** to provide students with continuous academic as well as personal guidance. Faculty mentors serve as accessible points of contact who help students navigate their academic journey and identify areas where additional support may be required.

The mentoring relationship is intended to provide students with an environment in which they can openly discuss their **academic progress, learning difficulties, attendance or engagement concerns, career aspirations, personal challenges, and other issues affecting their overall development**.

Academic mentoring

Faculty mentors support students in areas such as:

- Academic performance and progress.
- Course selection and academic planning.
- Identification of learning difficulties.
- Improvement strategies for academic performance.
- Attendance and engagement-related concerns.
- Guidance on academic resources.
- Research and project opportunities.
- Career and higher-education guidance.
- Participation in academic and co-curricular activities.

Personal and developmental mentoring

The mentoring system also provides a supportive environment for discussing:

- Personal and adjustment-related concerns.
- Time management.
- Goal setting and self-development.
- Communication and interpersonal skills.
- Motivation and confidence building.
- Participation and engagement in university life.
- Referral to specialised counselling/support services where required.

Faculty mentors can identify students who may require additional assistance and facilitate their connection with the relevant **academic, administrative, counselling, career, or student-support services**.

Sample Mentor-Mentee Record:

SOAE

Mentee Name	Program Name	Se m.	University e-mail id	Mob. No.	Mentor Name
arpit verma	M.Sc Chemistry	IV	Arpit.13660@stu.upes.ac.in	8171586331	Dr Sanjeev Kumar
Bhanu Pratap Rana	M.Sc Chemistry	IV	Bhanu.12115@stu.upes.ac.in	8477914704	Dr Sanjeev Kumar
Ritika	M.Sc Chemistry	IV	Ritika.16225@stu.upes.ac.in	8696852088	Dr Sanjeev Kumar
Shubham Dhasmana	M.Sc Chemistry	IV	Shubham.14704@stu.upes.ac.in	8937848764	Dr Sanjeev Kumar
Kuchuru Saideep reddy	M.Sc Chemistry	IV	KuchuruSaideep.18869@stu.upes.ac.in	9010392168	Dr Sanjeev Kumar

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ananya aggarwal	M.Sc Chemistry	IV	Ananya.18996@stu.upes.ac.in	6396245135	Dr Sanjeev Kumar
jatin shashikant patil	M.Sc Chemistry	IV	Jatin.19010@stu.upes.ac.in	8080925592	Dr Sanjeev Kumar
Sachin Bijarniya	M.Sc Chemistry	IV	Sachin.17185@stu.upes.ac.in	9022593298	Dr Sanjeev Kumar
Rishi Goswami	M.Sc Chemistry	IV	rishi.18961@stu.upes.ac.in	7487875343	Dr Sanjeev Kumar
Anukriti Bhakta	M.Sc Chemistry	IV	Anukriti.16460@stu.upes.ac.in	8791879062	Dr Sanjeev Kumar
Dviyanshi	M.Sc Chemistry	IV	divyanshi.18909@stu.upes.ac.in	8979953949	Dr Sanjeev Kumar
Tanu Parashar	M.Sc Chemistry	IV	Tanu.10692@stu.upes.ac.in	9548700811	Dr Sanjeev Kumar
Akshat madan	M.Sc Chemistry	IV	Akshat.13297@stu.upes.ac.in	9997275445	Dr Sanjeev Kumar
Sudhanshu sharma	M.Sc Chemistry	IV	SUDHANSHU.17566@stu.upes.ac.in	9501798093	Dr Sanjeev Kumar
S.R.DIYA	M.Sc Chemistry	IV	SR.10153@stu.upes.ac.in	9539082356	Dr Sanjeev Kumar

SOB

Sr No	Name of Student	Student Email ID	Program	Semester	Cluster Name	Mentor Name
1	Amit Kumar Gupta	Amit.25234@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Subrata Kumar Nandi
2	Harsh Pal	Harsh.20230@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Gajapathy Vijayarengam
3	Manit Kumar	Manit.20234@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Inder Singh
4	Prathit Shaandilya	Prathit.20240@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Ranjib Banerjee
5	Prathamesh Tare	Prathamesh.20246@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Shweta Agarwal
6	Saurav Gudhaghe	Saurav.20254@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Neeraj Rathore
7	Vedangi Vyas	Vedangi.20791@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Shaurya Mall

8	Vivek Kumar	Vivek.20267@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Anjali Sonkariya
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14	Dhruv Kalpeshkumar Dave	Dhruv.20322@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Ashish Pratap Singh
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16	Arpit Singh	Arpit.20346@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Ajay Kumar
17	Samiksha Gupta	Samiksha.20348@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	SHAMEEK MUKHOPADH YAY
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19	Anisha Jain	Anisha.20353@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Tarunpreet Kaur Ahuja
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23	Anshu Gupta	Anshu.21299@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Kunal Sharma
24	Aditya Srivastava	Aditya.20384@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	SAJAD HUSSAIN BHAT

25	Abhinendra Singh	ABHINENDRA.20388@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Akash Sharma
26	Srinjay Paul	Srinjay.20394@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Monalisa Masanta
27	Moushumi Das	Moushumi.21819@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Ayush Rakesh Saxena
28	Hrithik Mukherjee	Hrithik.20397@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Subrata Kumar Nandi
29	Deepti Kumari	deepti.20405@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Gajapathy Vijayarengam
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36	Avni Rawat	Avni.20431@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Sweety .
37	Aakarsh Kumar	Aakarsh.20437@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Nilesh Kumar
38	Ashwin Saxena	Ashwin.20458@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Shahin Ansari
39	Siddhartha Pankaj	Siddhartha.20491@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Mayank Mathur
40	Priya Singh	priya.20498@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Binod Kumar Singh
41	Tarang Yadav	Tarang.20503@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Ashish Pratap Singh

42	Kritika Mahajan	KRITIKA.20513@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Nabin Sen
43	Aman Kumar	Aman.20518@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Ajay Kumar
44	Sayak Das	Sayak.20532@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	SHAMEEK MUKHOPADH YAY
45	Gamberaopeta Manish Kumar	Gamberaopeta.20540@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Ranjeet Singh
46	Kanika Sharma	Kanika.20549@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Tarunpreet Kaur Ahuja
47	Md Mozammil Husain	MD.20553@stu.upes.ac.in	MBA (Business Analytics)	SEM _2	Decision Sciences & Business Analytics Cluster	Prashant Kumar Chaurasia

Sample Mentee Form:

MENTOR DETAILS

Mentor Name: Prof (Dr.) Sumeet Gupta

Designation: Professor and Associate Dean IQAC

Department: School of Business - SoB

Contact Details: *Mobile: (+91), 7895617071, 8077587087*

Email sumeetgupta@ddn.upes.ac.in

Mentor's Signature

MENTEE DETAILS

Information	Details
Student Name:	Aman Dabral
SAP ID:	590016498
Roll No:	24010310746
Programme-Batch	MBA-Finance (Batch-2)
Contact Details	6396183024
E-Mail ID:	Dabralaman9090@gmail.com
Blood Group:	O+
Any health problems:	NA
Father's Details:	
Name:	Sarvesh Kumar Dabral
Occupation:	Astrologer
Contact Details:	9548751569
Mother's Details:	
Name:	Bhaktishwari Dabral
Occupation:	Homemaker
Contact Details:	NA
Permanent address:	Choti Dandi, line Jeevanganrh, Vikasnager, Dehradun, Uttarakhand

Student's Signature

MENTEE PROFILING DETAILS

Languages Known:	English, Hindi
Educational Details	
10 th percentage:	68%
12 th percentage:	71.6%
UG CGPA:	5.4
Name of the previous institution (in case of UG only)	DAV College, Dehradun
Work Experience (if any):	NA
No. of years of experience:	
Designation:	
Job details/description:	
Organisation:	
Student Achievements:	State-Level Champion: Won two state-level football championships. National-Level Football Player.
Student's interests (Hobbies/sports/cultural/activities/talent/skills)	Football, Trekking Tournament Organizer – Planned and executed several football tournaments, demonstrating event coordination, organizational efficiency, and problem-solving abilities.
Career Aspirations:	My career aspiration is to build a strong foundation in the finance and banking sector, where I can apply my knowledge of financial analysis, costing, taxation, and financial systems to support sound decision-making and organizational growth. As an MBA Finance student with hands-on exposure at Tata Motors, I aim to begin my career in a role that allows me to work closely with financial data, credit assessment, risk analysis, or corporate finance operations. In the long term, I aspire to grow into a responsible finance professional or banking officer, contributing to financial stability, efficient resource utilization, and sustainable growth. I seek continuous learning, professional

	development, and opportunities to take on leadership responsibilities as I gain experience.
Life Goals	My life goals focus on personal growth, professional excellence, and social responsibility. I aim to become a financially independent and ethically strong professional who adds value to both the organization and society. Alongside my career, I want to maintain a balanced lifestyle, staying physically fit and mentally resilient—values I have developed through competitive football and trekking. I also aspire to support my family, give back to society through responsible work, and continuously improve myself by learning new skills and adapting to changing environments. Ultimately, my goal is to lead a disciplined, meaningful life driven by integrity, consistency, and purpose.

Student's Signature

SWOC ANALYSIS OF MENTEE

Strength	Weakness
What are your areas of strength or proficiency? What distinctive resources do you possess? How do others perceive your strengths?	In what areas can you enhance your skills?

My key strengths lie in financial analysis, cost understanding, and data handling. During my internship at Tata Motors, I worked on financial statement reviews, product costing through BOM-based cost sheets, and developed an automated Income Tax Calculator using Excel, which strengthened my analytical and technical proficiency. I also have a solid foundation in financial modeling, valuation, and advanced Excel, supported by my academic background in MBA Finance.

A distinctive resource I possess is my combination of finance knowledge and practical exposure. I have hands-on experience with SAP-based financial systems, real-world costing, and tax calculations, along with strong discipline, resilience, and teamwork skills developed through playing football at the national and state levels. This blend allows me to perform well both analytically and collaboratively.

Peers and seniors often perceive me as reliable, analytical, and disciplined. In team settings, I am seen as someone who stays calm under pressure, manages time effectively, and contributes actively to problem-solving—qualities that come from both my professional training and sports background.

I am continuously working on improving my communication confidence in professional discussions and expanding my practical exposure to advanced financial instruments and banking operations. While I have strong fundamentals, I aim to further enhance my industry-specific knowledge through continuous learning and hands-on experience.

Opportunities

What opportunities are available for your personal and professional growth?

What strategy do you have in place to attain those opportunities?

Challenges

What primary obstacles do you encounter in pursuing your personal and professional growth?

How do you navigate and address these challenges?

As an MBA Finance student, I see strong opportunities in roles related to banking, financial analysis, credit assessment, and corporate finance. Internships, professional certifications, and exposure to real-time financial systems provide significant scope to deepen my expertise and grow into responsible finance roles.

My strategy includes strengthening core finance concepts, gaining practical exposure through internships, improving technical skills like Excel, SAP, and financial modeling, and staying updated with financial markets and regulatory changes. I also focus on applying theoretical knowledge to real business scenarios and learning from experienced professionals.

One of the main challenges is balancing academic responsibilities with skill development and practical exposure. Additionally, transitioning from academic learning to industry-level expectations requires continuous adaptation and learning.

I address these challenges through structured time management, prioritization, and discipline, which I have developed through competitive sports. I actively seek learning opportunities, accept feedback positively, and work consistently on improving my skills to meet professional standards.

MENTEE PROGRESSION DETAILS

Academics

SEMESTER	I	II	III	IV	V	VI	VII	VIII
CGPA	8.27	8.4	8.25					

Certificate Courses/Online courses (if any)

SEMESTER	I	II	III	IV	V	VI	VII	VIII
Score/Grade								

Provide link of Google forms for data collection

Extra-curricular Activities (if any)

SEMESTER	I	II	III	IV	V	VI	VII	VIII
No. of activities								

Provide link of Google forms for data collection

Student Achievements

SEMESTER	I	II	III	IV	V	VI	VII	VIII
Number								

Provide link of Google forms for data collection

Internship Details:

Provide link of Google forms for data collection

Professional Exams (if any):

Provide link of Google forms for data collection

Details of Research Work (if any):

Provide link of Google forms for data collection

Mentoring Meeting -I*1 Date : Time: Place:	
Topic discussed (Three main needs of Mentee)	

Mentee action plan (Identify plans to meet each needs)

Reflection and observation (Mutual objectives for the Mentor and Mentee)

Date of next meeting

Signature of student

Signature of Faculty

Key Outcomes of the Programme

The mentoring and counselling initiatives contribute to several dimensions of student development:

Improved Academic Support

Students have regular access to faculty guidance for academic planning, performance improvement, projects, and learning-related concerns.

Early Identification of Student Concerns

Regular mentoring and accessible support channels enable the University to identify academic and personal concerns at an early stage.

Enhanced Student Wellbeing

24×7 counselling support strengthens the University's wellbeing ecosystem and ensures that students have access to support when needed.

Better Project and Research Outcomes

Continuous project mentoring helps students improve their research, technical, analytical, documentation, and presentation capabilities.

Improved Accessibility and Responsiveness

Weekly open hours and multiple support channels reduce barriers to accessing institutional assistance.

Holistic Student Development

The integration of academic, personal, project, career, and counselling support promotes the overall development of students beyond academic achievement.

UPES follows a **holistic, accessible, and student-centric approach to mentoring and counselling**. The University's support ecosystem combines **faculty-based academic mentoring, project supervision, personal guidance, dedicated counselling services, and accessible query-resolution mechanisms**.

Initiatives such as the weekly **"How Can I Help" Open Hour**, **24×7 "Main Hoon Na" counselling support**, **Major/Minor Project Mentoring**, and the **Student Mentoring System** provide students with multiple avenues for obtaining timely guidance and support.

Together, these practices create a culture of **care, accessibility, early intervention, continuous guidance, and student engagement**, enabling learners to address academic challenges, develop professionally, manage personal concerns, and make meaningful progress towards their educational and career goals. The system also supports continuous institutional improvement through **feedback, service monitoring, mentoring records, and anonymised support data**.